



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

## Current Events

---

[Edited by Clarence W. Gleason, Roxbury Latin School, Boston, Mass., for territory covered by the Association of New England and the Atlantic States; Daniel W. Lothman, East High School, Cleveland, Ohio, for the Middle States, west to the Mississippi River; George Howe, the University of North Carolina, Chapel Hill, North Carolina, for the Southeastern States, Walter Miller, the University of Missouri, Columbia, Mo., for the Southwestern States; and Franklin H. Potter, the University of Iowa, Iowa City, Iowa, for the territory of the Association west of the Mississippi, exclusive of Louisiana and Texas. News from the Pacific Coast may be sent to Miss Julianne A. Roller, Franklin High School, Portland, Ore., and to Mr. Walter A. Edwards, Los Angeles High School, Los Angeles, Cal. This department will present everything that is properly news—occurrences from month to month, meetings, changes in faculties, performances of various kinds, etc. All news items should be sent to the associate editors named above.]

### California

*Long Beach.*—The Long Beach Polytechnic High School has a thoroughly alive and progressive Latin club. Last spring, under the direction of their Latin instructor, Miss Florence Kimball, and with the assistance of the Applied Art class, they gave an entertainment in four parts: (1) Vestal Virgins' Ceremony to the Gods, (2) Miss Paxson's play, "A Roman Wedding," (3) Greek Maidens Playing Ball—a Classic Festival, (4) Classic Frieze. The club has previously given "A Roman School" and has planned to give a Roman banquet.

### Colorado

*Denver*—Miss Myrna C. Langley, of the North Side High School, writes: "The North Side High School has for some time been silent, but not inactive. Since our last report, we have made and shown Miss Sabin's exhibit, 'The Practical Value of Latin,' to which we added a number of cards. The cards were hung in the wide corridors of our building, where they were constantly surrounded by curious and admiring crowds. They remained up for some weeks and were visited by other high schools and by several grade schools in the city.

Last year we organized a large Latin club. It meets at the assembly period, which is about half an hour in length and gives time for a short, snappy program. In the spring, with our dues of fifteen cents, we bought the Life of Julius Caesar set of the Eastman slides. We had six programs last year, given by the different classes in turn. The Virgil class started with a dialogue between a school boy and the spirits of Caesar, Cicero, and Virgil, each pointing out to the boy the pleasures in store for him. Virgil had the best of it, because he went to the lantern and showed a number of the Virgil set of the Eastman slides which the Welfare Girls of our school had presented to the Latin department. Our program for the year included among other things, 'The School Boy's Dream,' the play 'Rex Helvetiorum,' 'Pome of a Possum,' papers on Roman Festivals, Meals, Caesar's Life and Mother

Goose in Latin, costumed and acted. For the Caesar program, one of the boys in the class wrote a very clever play called, "What Comes After What?", showing grammatical relationships by having pupils impersonate case forms and prepositions. We sang 'Gaudeamus' and the other classic songs, as well as the Latinized 'Bubbles,' 'Roma Ardet,' etc. The last program was especially liked. As a girl recited a few stanzas from the close of Matthew Arnold's 'Empedocles on Aetna,' the Muses filed in inappropriate costumes, led by Apollo. Apollo then described himself by quoting from Childe Harold, and each Muse gave a verse to describe herself. Then we gave a thriller, 'Pyramus and Thisbe,' turned into Latin by two members of the Virgil class and acted most realistically.

The Club has reorganized this year, two hundred strong and has already given the play 'Orgetorix.' We hope to have a public entertainment this winter.

The Latin department this year has a column in our school paper, the North Star, which is proving to be a very lively part of the paper. It has two editors in the Virgil class, and a reporter in each Latin section.

On October 14, the Virgil class celebrated Virgil's birthday by songs, a mythology game, at which little classical figures were given as prizes, and by the ever thrilling 'Sortes Virgilianae,' when lots made up of lines from Virgil were drawn by members of the class."

#### Illinois

*Litchfield.*—Miss Edith Dougherty, of the Litchfield High School, writes of a novel plan of mutual help and promotion of a community of interest between the different classes in Latin which is heartily to be commended to all teachers. Miss Dougherty writes: "I had my freshman class in Latin learn some anecdotes and go before the senior class and recite them. Also a junior girl went before the freshman class and delivered an address of her own composing." This address is so well conceived and expressed, and so clearly put the pith of the matter of mastering the fundamentals once for all in the first year, that we deem it worthy of a place, entire, in our pages.

Some of you first year Latin pupils have been so good as to visit our class in Vergil and tell us some of the things that you have been learning. We appreciated that, every one of us, and we want to thank you for coming.

Lately I have heard several of the members of the Junior class make statements that I thought would be of interest to you. Therefore, I am going to tell you what some of them said. One Junior girl who is taking Vergil this year has to work very hard at it, though she really enjoys it. She said to me one day: "I wish that I had done a better job on my first year Latin, I know I wouldn't have to work *half* so hard now if I had worked harder then." I believe that that is the general feeling among those taking the more advanced Latin. We want you to know that we feel that way about it. One reason that I came here this morning was to urge all of you really to master the work assigned. Of course lots of the things that you are asked to learn sound perfectly senseless to you at first. But you can take my word for it that they are not. I feel quite sure that none of us have been asked to do anything without good reason.

Another reason for my coming here was that I wanted to urge you *not* to drop your Latin course. You may not see any reasons for continuing with it, but there are

reasons, and good ones. I happen to know of one girl who was in our Latin class during the first two years. She did exceptionally good work both years, but could not be persuaded to continue it this year. She said to me one day: "But what's the use? You will never need your Latin. People don't talk Latin. What good will it do you?"

No arguments could convince her then, but only last week she said: "I'm disappointed in my course this year. I wish now that I had taken Latin, instead of one of my other subjects. I feel as if I'd almost wasted those two years, for it won't do me nearly so much good as if I'd taken more of it."

We feel quite sure that some of you will be tempted to make the same mistake. But don't do it. There are many reasons for going on.

In the first place, the knowledge of the old stories and the classic myths which one derives from a study of Vergil is in itself worth having. When you come to your course in third year English, you will find that you have to know any number of classical allusions. And I believe that those of the Latin class who are doing that work will testify to the fact that it is two or three times as easy for us to remember the myths as it is for those who are not taking Latin.

Of course in this way you are helped to a clearer understanding of much of the great literature. But you are also helped in your reading in another way. Of course you can not be a really good reader unless you know words. And you have no idea how greatly a study of Latin broadens your vocabulary. The more Latin you take, the easier all your work in English becomes for you.

In a general way, these things affect all of us. But I imagine that I hear some of you saying: "But I'm going into business. Anyway, I don't care much for reading of any kind." Don't you realize that the United States is not cut off entirely from other countries? We are not self-supporting. We depend upon other countries for certain products, while they in turn are dependent upon us. From now on our country will probably play a more and more important part in international affairs. Then, isn't it quite likely that the person who will rise highest in business affairs—and I'm sure you don't want to stay in the bottom rank forever—will be one who knows one or more languages other than his own? But what has that to do with Latin? Just this: About seventy-five or eighty percent of Spanish, French, or Italian comes directly from Latin. Wouldn't it be easier to learn twenty or twenty-five per cent of a language than to learn it all? I think that sounds quite reasonable, don't you?

And really, if you have done a good, thorough job on your first year of Latin, you don't need to dread the second, or the third, or the fourth. Thus far, it has seemed to me that the more Latin one takes, the easier it becomes. Two years from now, I hope there will be more than nine pupils in the Vergil class, as we have now. Make up your mind now that you won't be satisfied until you have completed the four year course, and then stick to your resolution. You'll never be sorry, I'll assure you. But remember that you can't expect to enjoy your advanced work greatly or to get the most out of it unless you go after this work and conquer it. Don't neglect any of it. If you really master this, I know that you'll be repaid many times.

#### Minnesota

*Minneapolis.*—The first meeting of the Twin City Classical Club was addressed by Mr. E. Dudley Parsons, an English teacher of West High School, who had just returned from a summer spent in Spain. Mr. Parsons' subject was "The Eternal Latin." He introduced his subject with the prediction that by the year 2000 A. D. Spanish would be the world language. His

reasons for this were the increasing enrollment in high school Spanish classes, and statistics based on the resources of Great Britain, Canada, the United States and Australia, favoring the English language compared with those of Spain, Central and South America, which would foster Spanish speaking populations. Regardless of any difference of opinion, the speaker's figures were ingeniously and interestingly arrayed. Great Britain, he claimed, had reached the "saturation point" in population. Canada was a land two-thirds ice and snow. The United States is a babel of languages, destined through trade with South America to become predominantly Spanish. Australia is one-half desert. India will be lost to Great Britain.

As may be easily inferred, "The Eternal Latin" is best reflected in the language of sunny Spain. As Mr. Parsons developed this point of his theme, the writer was reminded of a remark made by Dr. Paul Shorey who said that one who had anywhere nearly mastered the Latin language need take no course in Spanish prior to a sojourn in Spain. All he had required, when he made his first trip to that land, was an elementary Spanish reader from which, within a few hours as his train wended its way from France, he obtained enough Spanish to enable him to make his way about very comfortably.

The Central High Latin Club opened its fifth year with two programs which were well received. In the first the new members were initiated in a most cruel and extraordinary manner,—at least, so the girl members thought. The long line of initiates, each holding a saucer which contained a bit of water and whose under surface was richly laden with soot obtained from a smoking candle, were told to "look the executioner in the eye and follow his every movement." As the executioner, with unblackened finger, performed the mystic signs about the prominent portions of his face, the results portrayed on the faces of the initiates were all that the expectant audience could desire! A prize of half a brick of ice-cream was offered for the greatest number of correct Latin equivalents of various parts of the body which one boy pointed out on another's person. In the second meeting a boy opened the program with a Chopin Polonaise, Opus 40, No. 1. A girl gave a classic dance, followed by a Spanish dance of more modern style. A boy gave a comic reading in Latin, and then all tried to solve a barrage of Latin conundrums.

A class in Greek has been started at Central High School. In addition to the regular technical work, occasional lectures are given on Greek art, literature, and philosophy. It is hoped that by varying the nature of the work, weaving in a judicious amount of the beautiful and entertaining side of the subject, the language may be revived and hold again a place of its own.

#### Mississippi

*Vicksburg.*—Miss Mary Leslie Newton of All Saints' College sends us the following account of a pageant written for and presented by her first year high school class as their share in the high school commencement exercises. The pageant was entitled "A Roman Birthday," and the text, composed by Miss Newton, will be found elsewhere in this number of the JOURNAL. "The Caesar class offered Miss Lawler's *Rex Helvetiorum*, but we could find nothing quite suitable for the First Year, which should be ex-

tremely simple, and at the same time more or less true to Latin life. The two older classes offered respectively a French play and an allegorical pageant, the latter of which was given outdoors on the same afternoon as the two little Latin plays. Our playground offers a natural amphitheatre, the players acting on the rather gentle slope where two comparatively steep tree-covered hills meet, and the audience being seated on the level ground below. Thus the scenery needed little shift for the different scenes; and the procession of priests with lighted torches, winding up the green hill at the close, was very effective.

#### Ohio

*Athens.*—There have been some changes in the department of Latin in Ohio University. Dafydd J. Evans, formerly Professor of Latin, has retired after a long and useful service. Latin and Greek have been combined into one department under Professor Victor D. Hill, and the work has been strengthened by the addition of Harry Fletcher Scott, formerly of the University of Chicago High School, as Associate Professor.

On the retirement of Dr. Evans the faculty and alumni of the University raised a sum of money the proceeds of which are to provide a prize for excellence of attainment in Latin studies in the University. This is known as the Dafydd J. Evans Latin Prize and will amount to \$31.20 each year.

On Friday, September 30, under the auspices of the Classical Club of the University there was brought to Athens George Kleine's "Julius Caesar." This is a full six reel-photoplay portraying the military and social life of Julius Caesar from his early marriage at the time of Sulla through his candidacy for consulship, the first triumvirate, the Gallic War, the Civil War, and the conspiracy which brought about his death. The picture is full of interest as well as educational value and has had many commendations from people whose interests are not particularly classical.

*Delaware.*—The Latin Club of Ohio Wesleyan University held its first meeting of the college year on October 13th, when it welcomed new members and made plans by which the membership of the club will be greatly increased. Plans for the year include the performance of a Christmas Morality Play, recently arranged by Professor Robinson, to celebrate the Christmas Season as the Easter Season is now annually observed by the performance of "Christus Triumphator."

In connection with this, readers of the JOURNAL will be interested to know that Professor Robinson has just published a pamphlet entitled: "Plays and Songs for Latin Clubs." This collection contains "Christus Parvulus," a Morality Play of the Nativity; "Christus Triumphator," a Morality Play of the Resurrection; "Pyramus and Thisbe"; and "Horatius Implicitus," a dramatization of Satire IX, Book I, of the Satires of Horace. Included in the collection are four Christmas Carols, translated into Latin by Professor Robinson, useful for clubs which are in need of such material. These carols are translations of "Joy to the World," "Hark, the Herald Angels Sing," "Silent Night," and "There's a Song in the Air."

---

Three Fellowships in the American School of Classical Studies at Athens will be offered in 1922-23.

One Fellowship in Architecture with a stipend of \$1500. Information about the requirements may be obtained by addressing Professor Edward Capps, Princeton, N. J.

Two Fellowships in Greek Archaeology, each of \$1000. These will be awarded partly on the basis of a competitive examination which will be given March 20-22, 1922. Each candidate must take the examination in Modern Greek and in any three of the following six subjects: General Greek Archaeology, Greek Architecture, Greek Epigraphy, Pausanias, Book I, and the Topography and Monuments of Ancient Athens, Greek Sculpture, and Greek Vases. Application for admission to the examination must be made not later than February 1, 1922, to the Chairman of the Committee on Fellowships, Professor Samuel E. Bassett, University of Vermont, Burlington, Vermont, to whom all inquiries and communications with regard to the Fellowships in Greek Archaeology should be addressed.

---

The annual meeting of the Classical Association of Great Britain was held this year at Cambridge University, August 2-5. The American Philological Association had been requested to participate and something like a score of its members were in attendance. The American delegates will not soon forget the hospitality that was extended to them. We were entertained absolutely without expense to ourselves in the various colleges of the University. The group in which I was included enjoyed the hospitality of St. John's College, where we dined in hall with the fellows and took our other meals more informally but with even greater good fellowship in the combination room.

The evening of August 2 was devoted to a reception given by Vice-chancellor and Mrs. Percy Giles at Emmanuel College. The sessions opened next morning with an address by the Vice-chancellor in which he made appreciative reference to Professors Gildersleeve and Henry Jackson. He was followed by Professor C. J. Smith, *emeritus*, of Wisconsin, who brought the greetings of the American Philological Association in a tactful and admirably phrased address in which he included a tribute to Professor Gildersleeve. He closed with an appeal for help and sympathy to German scholars. His words gained a pathetic emphasis later in the meeting when a pitiful letter from a Breslau professor was read to the meeting. "We cannot live," it said, "and I am near to despair! Can't something be done for us?"

After the reading of a letter from Dean West, relative to the Classical League, President-elect Walter Leaf of the British Association, not the least of the British bankers who have also done brilliant work in the classics, delivered a masterly address on "Classics and Realities." He emphasized the demand of the working men themselves for a classical education. Translation is practice in putting oneself into another man's place and thinking his thoughts. The value of such training is recognized by those business men who want men who can deal with men. The highest science is not, as men were prone to believe in war time, the chemistry of fats, but the biology of mankind,—the study of human development. Of this study the classics form a very important part. Their success is conditional upon our keeping awake in society at large a widespread and general curiosity. The paper

closed with a masterly and expert discussion of certain passages relating to ancient Greek banking and a plea for a history of that subject.

The afternoon was marked by a debate on the position of the classics, especially Greek. To the American delegates the tone and content of the discussion were sadly familiar. Our English brethren are beginning to feel the pinch that we have experienced for nearly a score of years. Professor John Harrower of Aberdeen University opened the discussion. He urged that we make no false claims in our fight for Greek. Our surest asset and argument is the substantial value of the literature. A professor from Canada offered somewhat pessimistic remarks on the situation in the Dominion, and another from South Australia described how he lost his fight for Greek at Adelaide. He championed a separate faculty of languages instead of a composite faculty of arts and sciences. He had been defeated by the professors of chemistry and physics and economics and by certain others who professed nothing in particular. The discussion was continued next afternoon with the usual inconclusive result of such jeremiads.

The evening meeting was held in the Archaeological Museum and consisted of two illustrated lectures, one on The Underground Basilica near the Porta Maggiore, by Mrs. Arthur Strong, of the British School at Rome; the other on the characteristics of some ancient Italian Cities by Professor A. W. Van Buren of the American Academy at Rome.

On August 4, Professor Housman spoke on the Application of Thought to Textual Criticism, in which he made depreciatory remarks about emendation that is based chiefly on palaeographical considerations. Professor Conway spoke on Livy as a historical Critic and combatted the depreciation of Livy that was fashionable in the nineteenth century. Livy was interested not so much in law or institutions as in men and women,—a subject for which that century cared comparatively little. The speaker adduced instances of unfair criticism by Mommsen, whose prejudice has vitiated Livian criticism for half a century.

Professor Glover read a paper on "After Alexander," and Professor Cornford another on the interpretation of Greek religion. It was amusingly punctuated by frequent and fervent amens from Professor Ridgeway whenever the speaker mentioned some position or dogma opposed to his own.

The American papers were interesting and well presented. They included Elegiac Style by Professor Wheeler of Bryn Mawr, a paper by Professor Calhoun of California in which he denied that Greek criminal law originated in religious considerations, and a brilliant and witty essay on Venantius Fortunatus by Professor Rand of Harvard.

There was a reception in Gouville and Caius College on the afternoon of August 4 by Sir William and Lady Ridgeway, and another on August 5 in the hall of Kings College by invitation of the provost, Sir Walter Durnford, and the fellows of the college.

J. W. HEWITT.

WESLEYAN UNIVERSITY